

MAY 1959



"We have some great teachers now, and we want... to hold them here."

President Ferry

PINE MANOR BULLETIN



Coffee break at the general session of Alumnae Council weekend.



Gertrude Schnull Rauch, '12, of Indianapolis, and Ruth Cook Hyde, '12, of Portland, Maine, talk with Mr. Graham Teller during the coffee break.

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PINE MANOR BULLETIN

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Dr. J. Seelye Bixler

Commencement Plans Announced

DR. J. SEELYE BIXLER, president of Colby College, will deliver the commencement address to the Pine Manor Class of 1959 in Bardwell Auditorium on Tuesday, June 2. The Reverend Chad Walsh will give the baccalaureate sermon Sunday evening, May 31, in the Wellesley Congregational Church.

Pine Manor alumnae have recently received detailed information about the alumnae reunion, with its alumnae luncheon and annual meeting of the association, which according to tradition is a part of commencement festivities.

One-Day Reunion for Alumnae

This year alumnae will gather May 30 for a one-day reunion. They will join parents and friends of seniors to attend the Last Chapel which will be given by President Ferry on Saturday morning. Following chapel, the seniors will join alumnae for the annual alumnae luncheon on Bardwell Terrace. Highlight of alumnae day will be Pine Manor Night at Pops, Symphony Hall, Boston, which will also be attended by students, faculty, and parents.

Baccalaureate Services May 31

Baccalaureate services will be held in the evening, Sunday, May 31. Dr. Walsh is a professor, the author of two

books of poetry, and numerous books on religion. His books include *Campus Gods on Trial*, *Stop Looking and Listen*, *Early Christians of the 21st Century*, *Behold the Glory*, *Knock and Enter*, and in collaboration with Eric Montizambert, *Faith and Behavior*.

During the past year Dr. Walsh has been visiting professor of English at Wellesley College. In 1957-58 he was a Fulbright professor, teaching American literature in Finland. Since 1945 he has been a member of the English faculty at Beloit College, Beloit, Wis-

consin, where he serves in a part-time capacity as associate rector of St. Paul's Church. He is a Phi Beta Kappa graduate of the University of Virginia and received his Ph.D. degree at the University of Michigan in 1943.

Commencement Exercises Tuesday Morning

Monday afternoon will be Class Day and the weekend festivities will end Tuesday morning with Commencement. Dr. Bixler has been president of Colby College since July 1942, coming from the faculty of Harvard University where he had been Bussey Professor of Theology at the Harvard Divinity School. He also served as acting dean of the school on two occasions.

Dr. Bixler is the author of several books, including *Religion for Free Minds*, the Lowell lectures given in Boston; *Conversations with an Unrepentant Liberal*, the Terry Lectures delivered at Yale in 1945; and *A Faith that Fulfills*, the Ayer Lectures at Colgate-Rochester Divinity School in 1948. He was Inglis Lecturer at Harvard in 1951.

A graduate of Amherst College, he holds a Ph.D. degree from Yale. He is past president of the American Theological Society and of the National Council on Religion in Higher Education.

The Reverend Chad Walsh





John B. Fisher

Mr. Fisher Elected to Board of Trustees

THE BOARD OF TRUSTEES of the Dana Hall Schools has announced the appointment of John B. Fisher to the board.

Mr. Fisher, a Phi Beta Kappa graduate of Harvard in 1941, is a partner in the firm of Joyce and Fisher Associates, administrative and legislative consultants, with offices in Washington, D. C., and Boston.

After serving as an officer in the Navy during World War II with the South Pacific Fleet, he taught American history and English at the Cambridge School in Weston. Mr. Fisher became director of fund raising for the American Unitarian Association in 1947, directing three national campaigns.

From 1950 to 1958 he was chief secretary and administrative assistant to Senator Leverett Saltonstall, directing the senator's campaign for re-election in 1954.

Last year Mr. Fisher was elected a trustee of Mount Holyoke College for a ten-year term.

Dates

- May 30 — Alumnae Reunion
- May 31 — Baccalaureate
- June 1 — Class Day
- June 2 — Commencement

Alumnae Gifts to Alumnae Library

SEVERAL ALUMNAE have made gifts to Pine Manor's Alumnae Library. One gift is a copy of Swift's *Gulliver's Travels* from Betty Shipley Cross, '25, and her daughter, Margaret Cross Ogden, '52. When the pages of this leather-bound volume are tilted in the right direction, a scene from the story appears like magic on the fore-edges. Mrs. Cross' husband was the artist of this especially good illustration of contemporary fore-edge painting. Since the technique has practically disappeared, examples of the art are now collector's items.

From Mr. and Mrs. Norman H. Strouse (Charlotte Auger, '24) of New York City, came a unique Christmas card and remembrance — a page from fragments of a beautiful antiphonal, hand-done in the fourteenth or fifteenth century. With it came a lovely booklet, hand-set and hand-

printed by the Strouses on their own printing press, describing the background of the antiphonal. They wrote, "Christmas, above all, is a time of 'response.' It is in that spirit we send to you this fragment of an ancient response."

The gift of Marquesa Masauje Hachisuka (Chiye Nagamine, '30) of Atami, Japan, is a beautifully illustrated work entitled *This is Japan*, picturing that country's culture and industries. With English text and superbly colored photographs, it depicts the country's modernization and progress.

Alumnae should be commended for their loyalty and devotion to Pine Manor. Their thoughtful gifts seem to be expanding into a treasure collection.

HELEN PARAGAMIAN, *Librarian*

Entertained Mr. Ferry in the West

PRESIDENT FERRY met alumnae groups in San Francisco and in Denver on his western trip in March.

At the Palace Hotel on March 14 the Pine Manor Alumnae of Northern California, a newly-organized club, met for luncheon with Mr. Ferry. Afterwards he spoke to them about the college today and its future.

The newly-elected officers of the group who attended were: Viola Herrington Cruickshank, president; Frances Kilpatrick Sherwood, vice-president; Pat Clark, secretary; and Mary Stowers Bull, treasurer. All are members of the class of 1951.

Others attending: Nancy Majors Gros, '46, Pat Clark, '51, Cynthia Earling, '55, Neill Stackhouse Mason, '44, Margaret Stewart, '40, and Sally Laud Lowe, '50.

Denver alumnae gathered at Jill Whitaker's home on March 17 to meet Mr. Ferry and hear him talk.

Mary Lou Madden MacKay, '55, alumnae chairman of Denver, was in charge of arrangements. Several prospective students and their mothers were included in this meeting.

Alumnae who attended: Anita Page Broadhurst, '12, Eleanor Ferguson Ferry, '41, Nancy Mulford Galt, '47, Shirley Bernstein Melnick, '55, Shirley Baker Nicholson, '49, Sally Thompson Prior, '47, Helen Bosworth Shepard, '38, Carol Tatarsky, '56-'57, and Patricia O'Rourke Monaghan, '42.

Plans are in the making for a Colorado Pine Manor Club. Mary Lou Madden MacKay (Mrs. David J.), 1331 South Edison Way, is the person to contact about this.

Mr. Guernsey Ends 40 Years of Service

GEORGE ROCKWELL GUERNSEY, treasurer of the Dana Hall Schools, will retire this June after forty years of loyal and devoted service. He celebrated his seventy-fifth birthday in February. Mr. Guernsey, a graduate of Massachusetts Institute of Technology, has been with the Dana Hall Schools since 1919. He has taken part in the tremendous growth that the schools have enjoyed since that time.

In commenting on his retirement, Dr. Hinckley said, "Mr. Guernsey is a man of integrity and one of the hardest working men I have known. It will be difficult to imagine the schools without him.

"It is with deep appreciation of his many years of service that the best wishes of all who have been associated with him are extended to Mr. Guernsey."



Mrs. Lisel Judge instructs a class in the finer points of fencing.

Mr. Person Appointed New Comptroller

THE TRUSTEES OF THE DANA HALL Schools have created a new position of comptroller and appointed to the post Mr. William P. Person, recently executive assistant to the president of The Northfield Schools, Northfield, Massachusetts. Mr. Person began his work in Wellesley on March 1.

Mr. Person brings to his job a wealth of experience in business and educational management. A graduate of Seton Hall in South Orange, N. J., a student in business administration at New York University, he comes to the Dana Hall Schools with a well-rounded business background.

He has held administrative positions with The South Asia Corporation, The Flight Safety Foundation, American Color Type, Inc., and American Air Lines. In these executive capacities he has had considerable experience in administration, finance, budgeting, purchasing, personnel, and plant operation.

Mrs. Person is a graduate of Madeira School in Virginia and Finch

Junior College in New York City. The Persons are parents of three boys, aged nineteen, fourteen, and eleven. In Wellesley they will live at 151 Grove Street.

Alumnae Visited by Admissions Assistant

SEVERAL ALUMNAE MEETINGS were occasioned by the mid-winter trip of Elizabeth Vanderbilt, '53, assistant to the director of admissions, who visited schools in Ohio, Indiana, Pennsylvania, and western New York.

In Toledo Kitty Troxel Todd, '42, alumnae interviewer, invited alumnae to meet Liz and among those present were: Rita Barbour, '46, Marian Wieting Jamieson, '48, Frances Brumbach, '50, Barboura Swift Koles, '28, Mary Jane Marcotte McFarland, '50, and Dorothy Mayer Close, '14-'15.

Eleanor Eisenhart Morris, '39, and Caroline Fenyvessy, '52, arranged an alumnae luncheon meeting at the Genesee Valley Club in Rochester. Alumnae who attended: Barbara Beale Brayer, '56, Nancy Pierce Briggs, '52,

Sally Heatly Castle, '48, Nancy Eyer, '56, Carolyn Fenyvessy, '52, Suzanne Quinlavin Hodge, '56, Harriet Nusbaum Hornung, '53, Cynthia Baldwin Hosley, '48, Nancy Snow Middleton, '46, Eleanor Eisenhart Morris, '39, Priscilla Fergusson Phelps, '43, and Mary Sherman Sewell, '44.

Many Alumnae Help

Other alumnae who scheduled school appointments and entertained prospective students and their mothers for the purpose of meeting Miss Vanderbilt were: Mollie Peterman Pedrick, '40, York, Pa.; May Gorton Woolworth, '25, Lancaster, Pa.; Jean Forncrook Armstrong, '46, Pittsburgh; Charlotte Stephenson Jordan, '42, and Marianne Vorys Minister, '50, in Columbus; and Ruth Smith Upson, '43, and Jane Schmidt Wunsch, '35, of Cincinnati.

In Indianapolis, Ann Mahaffey Cline, '54, arranged appointments at schools. She has also taken on the responsibilities of alumnae chairman for the area.

Molly Manning, '56, planned school visits in Cleveland, and Joan Sanderson Rickers, '48, made school appointments in Buffalo.

The center section of this bulletin is devoted to pictures and copy about the college professor. This was prepared by the American Alumni Council with the help of foundation funds. It is being distributed to over two million college alumni in an effort to call attention to the dedicated service of college teachers. It is appropriate, therefore, that President Ferry should devote a large part of his presidential message in this issue to Pine Manor faculty.

From the President's Desk

WHAT PRICE DEDICATION? How many people have you heard say: "I'd love to teach, but I guess I'm just not dedicated enough to want to give up *money* for the privilege," or words to that effect? It is true that teachers are generally underpaid. Why?

Medicine, the law, and teaching — three great professional groups — require much the same educational investment in time and effort. Two generations ago they brought roughly the same remuneration. Now we think of medicine and the law as relatively rewarding professions, while teaching is a low-paid occupation.

Is it not illogical that life-works that attract equally intelligent people and require much the same training should stand at opposite ends of the pay scales of our current economy? This is resulting in a shortage of people in this calling, and this is dangerous for our country's future.

Our problem is primarily the welfare of teachers at Pine Manor Junior College. How do we stand at this time? What is our group composed of and how well are our individual instructors paid?

The average age of our full-time teachers is 48.5 years, and the average duration of their employment at Pine

Manor is 10.4 years. These statistics are very satisfactory. Twenty-two per cent have earned doctor's degrees and next year this percentage will be higher. The average amount of formal study beyond high school in which these people have invested is seven and one-half to eight years, a heavy cost in lost earning power and in actual outlay. Surely we could expect a good return for so heavy a sacrifice, yet in 1957-58 our teachers received an average salary lower than the pay average of factory workers in this region.

"What Price Dedication?"

It is our good fortune that they cared enough about Pine Manor and their teaching to remain here in spite of low salary until we were able to improve the situation somewhat.

Salaries at Pine Manor were below those of competing senior and junior colleges in 1957-58, but will have climbed 17.6% in the intervening two years by this coming fall. We will then compare fairly well with the other good junior colleges, although we are still behind the senior institutions with which we must compete in much of our key faculty recruiting.

In addition, we are this summer instituting plans for faculty insurance

and sabbatic leaves that will put us on even terms with most other good colleges. The retirement plan removes one of the worst bugaboos teachers have to face, for low salaries provide little in the way of protection for the future. This form of remuneration will add roughly 5% to faculty payroll.

The sabbatic fellowships will permit long-term faculty to take leave with pay for refresher projects that will give them new perspectives and make them even more effective in the classroom. The cost in future years should approximate 3% of faculty payroll. In fact, then, the average of salaries for full-time Pine Manor teachers will have climbed about 25% since 1957-58, and this can be defined as spectacular progress.

How were these improvements possible? Increasing tuition and enrolling more students accounted for some of the cost, reducing the number of courses helped, and at the same time strengthened the program. Cutting down on the percentage of part-time people (seventeen full-time teachers in 1957-58, twenty in 1958-59, twenty-two in 1959-60) puts more salary in the hands of our permanent people. One dining room has been closed and students are asked to carry some services theretofore performed by paid employees. These moves have helped a lot. Buildings have been used more efficiently. All of these steps provided added dollars that could be used to pay our instructors more.

The lot of the teacher at Pine Manor is much improved, but major problems lie ahead. Current operating income is dependent almost entirely at present on tuition receipts. At present it costs \$2500 to send a student to Pine Manor for a year, and we doubt whether tuition figures will climb much further in the near future. Assuming that living costs continue to rise it won't be long before further increases are necessary if we are to hold our present position. The current remuneration range for our

Dr. Elizabeth Anderson, '29, headmistress of Milwaukee-Downer Seminary, meets with some Pine Manor students who attended Milwaukee-Downer Seminary. The students: Mary Jo Schwalbach, Barbara Brown; standing, Mr. Ferry and Kathleen Brennan.



Many college problems are settled at faculty meeting.



full-time teachers is fairly adequate for the moment, but with added taxes and climbing costs of living it may soon look too low to attract and hold good teachers. If salaries are to climb, where is the money to come from?

Possibly we can find a little more leeway by increasing the efficiency of our operations, but it must be remembered that wage scales and other costs in general are still climbing, eating up the very dollars we are trying to free for teachers. Our current plant is costly to maintain and to run.

New buildings would reduce our operating costs, thus releasing money for salaries instead of for maintenance, but they cannot be financed from operating income alone. Generous friends will have to help to pay for them here as on other college campuses if we are to build them.

Income from endowments would help greatly, but we have no endowments at this time. Here again we must count on the generosity of friends for major bequests in wills, and for major gifts in their own lifetimes.

The Alumnae Fund, started only three years ago, is bringing us a wonderful type of "living endowment," predicting in the splendid early returns of this year an amount equal to the income of well over half a million dollars of endowment. Yet it is built in large part from "token" gifts, gifts indicating goodwill but not sacrifice or major interest. If all alumnae currently giving to the fund were to double their gifts, specifically to increase the salaries of our current full-

time teachers, it would increase their pay scales by almost 20%. If this problem is to be solved much of the answer will probably lie in a shift from token to carefully-planned giving by our friends. The time is not far off when this sort of help will be essential if the college is to remain strong.

We can match the other good junior colleges now, but is this enough? A liberal arts junior college must compete for its teachers, as for its students, with senior institutions. We have had great teachers here in the past — (for example, Constance Grosvenor Alexander, Ruth Woodman Russell, Amy Evelyn Stewart, and Clara Torrey Clement) — and they raised this college above the ordinary. We have some great teachers now, and we want to reward them fairly for their work, and thus to hold them here. We also want to hire other great teachers in coming years. Our salary scale must be high enough to attract them here. Only in this way can we guarantee that your college will continue to warrant your affection and respect, that it will continue to serve young women as you would have it do.

Western Trip Impressions

During March, I had the privilege of talking with many alumnae in the Los Angeles, San Francisco, and Denver areas, and of seeing recent developments in some of the fine schools and colleges out there.

Last year, as many students came to Pine Manor from the Far West as from New England (18%). Yet Cal-

ifornia has more and larger junior colleges than any other state, almost all of the public variety. No one can fail to be impressed by the beauty of their immense plants, and to admire them. However, I came back with the feeling that we are doing an entirely different job here on our lovely little campus, and that necessarily our first attention should go to program and faculty, rather than to plant, essential as that is in the long-term plans of any college. This feeling was reinforced by alumnae statements out in that region.

It is a great privilege to visit with alumnae on these trips. Always I am impressed by your sincere interest in this college and in its people. Always I am grateful to the many who help to make a trip rewarding, and to those who fit a chat with me into their crowded schedules.

Again and again I come away with the same conclusion . . . that you want Pine Manor to remain small, both in numbers and in groups within the college. We shall try to follow your wishes, even though bigness is popular and less costly to maintain, for we agree with you. This little college is unique and to change it would destroy much of its value.

I do hope that many of you will be here for Commencement, the Pops, and other reunion events. It will be good to see old friends again, and to welcome back many who have been away from this campus too long. Let us show you how the college looks today.

FREDERICK C. FERRY, JR.

Pine Manor shares with all colleges a concern about the position of the college teacher as presented in the following sixteen pages.



Glimpses of Pine Manor faculty in action. Upper left: Miss Mary Gegerias, head of the French department and head of the French Center, in class session on Contemporary France, an advanced course in French. Upper right: Mr. Cameron Thompson, head of the English department, teaches a senior class in Prose Fiction. Lower left: Mrs. Marguerite Brodeur Lee, head of speech and theatre arts, finds a quiet spot for rehearsal. Below: Miss Katharine Baxter, a Pine Manor graduate, instructing two piano students. On front cover: Dr. Madeleine Field Crawford, head of the science department, with two students in the biology laboratory.





*“If I were sitting here
and the whole outside world
were indifferent to what I
was doing, I would still want
to be doing just what I am.”*

I'VE ALWAYS FOUND IT SOMEWHAT HARD TO SAY JUST WHY I CHOSE TO BE A PROFESSOR.

There are many reasons, not all of them tangible things which can be pulled out and explained. I still hear people say, "Those who can, do; those who can't, teach." But there are many teachers who *can*. They are teachers because they have more than the usual desire to communicate. They are excited enough about something to want to tell others, have others love it as they love it, tell people the *how* of something, and the *why*.

I like to see students who will carry the intellectual spark into the world beyond my time. And I like to think that maybe I have something to do with this.



THERE IS A CERTAIN FREEDOM IN THIS JOB, TOO.

A professor doesn't punch a time clock. He is allowed the responsibility of planning his own time and activities. This freedom of movement provides something very valuable—time to think and consider.

I've always had the freedom to teach what I believe to be true. I have never been interfered with in what I wanted to say—either in the small college or in the large university. I know there have been and are infringements on academic freedom. But they've never happened to me.

**I LIKE YOUNG PEOPLE.
I REGARD MYSELF AS YOUNG.**

I'm still eager about many of the things I was eager about as a young man. It is gratifying to see bright young men and women excited and enthusiastic about scholarship. There are times when I feel that I'm only an old worn boulder in the never-ending stream of students. There are times when I want to flee, when I look ahead to a quieter life of contemplation, of reading things I've always wanted to read. Then a brilliant and likeable human being comes along, whom I feel I can help—and this makes it all the more worthwhile. When I see a young teacher get a start, I get a vicarious feeling of beginning again.





THE COLLEGE
TEACHER: 1959

PEOPLE ASK ME ABOUT THE
“DRAWBACKS” IN TEACHING.

I find it difficult to be glib about this. There are major problems to be faced. There is this business of salaries, of status and dignity, of anti-intellectualism, of too much to do in too little time. But these are *problems*, not drawbacks. A teacher doesn't become a teacher in spite of them, but with an awareness that they exist and need to be solved.

AND THERE IS THIS
MATTER OF “STATUS.”

Terms like “egghead” tend to suggest that the intellectual is something like a toadstool—almost physically different from everyone else. America is obsessed with stereotypes. There is a whole spectrum of personalities in education, all individuals. The notion that the intellectual is somebody totally removed from what human beings are supposed to be is absurd.





**TODAY MAN HAS LESS TIME
ALONE THAN ANY MAN BEFORE HIM.**

But we are here for only a limited time, and I would rather spend such time as I have thinking about the meaning of the universe and the purpose of man, than doing something else. I've spent hours in libraries and on park benches, escaping long enough to do a little thinking. I can be found occasionally sitting out there with sparrows perching on me, almost.



"We may always be running just to keep from falling behind. But the person who is a teacher because he wants to teach, because he is deeply interested in people and scholarship, will pursue it as long as he can."
—LOREN C. EISELEY

THE CIRCUMSTANCE is a strange one. In recent years Americans have spent more money on the trappings of higher education than ever before in history. More parents than ever have set their sights on a college education for their children. More buildings than ever have been put up to accommodate the crowds. But in the midst of this national preoccupation with higher education, the indispensable element in education—the teacher—somehow has been overlooked. The results are unfortunate—not only for college teachers, but for college *teaching* as well, and for all whose lives it touches. If allowed to persist, present conditions could lead to so serious a decline in the excellence of higher education that we would require generations to recover from it. Among educators, the problem is the subject of current concern and debate and experiment. What is missing, and urgently needed, is full public awareness of the problem—and full public support of measures to deal with it.

HERE IS A TASK for the college alumnus and alumna. No one knows the value of higher education better than the educated. No one is better able to take action, and to persuade others to take action, to preserve and increase its value. Will they do it? The outlines of the problem, and some guideposts to action, appear in the pages that follow.

WILL WE RUN OUT OF COLLEGE TEACHERS?

No; there will always be someone to fill classroom vacancies. But quality is almost certain to drop unless something is done quickly

WHERE WILL THE TEACHERS COME FROM? The number of students enrolled in America's colleges and universities this year exceeds last year's figure by more than a quarter million. In ten years it should pass six million—nearly double today's enrollment.

The number of teachers also may have to double. Some educators say that within a decade 495,000 may be needed—more than twice the present number.

Can we hope to meet the demand? If so, what is likely to happen to the quality of teaching in the process?

"Great numbers of youngsters will flood into our colleges and universities whether we are prepared or not," a report of the Carnegie Foundation for the Advancement of Teaching has pointed out. "These youngsters will be taught—taught well or taught badly. And the demand for teachers will somehow be at least partly met—if not with well-prepared teachers then with ill-prepared, if not with superior teachers then with inferior ones."

MOST IMMEDIATE is the problem of finding enough qualified teachers to meet classes next fall. College administrators must scramble to do so.

"The staffing problems are the worst in my 30 years' experience at hiring teaching staff," said one college president, replying to a survey by the U.S. Office of Education's Division of Higher Education.

"The securing and retaining of well-trained, effective teachers is the outstanding problem confronting all colleges today," said another.

One logical place to start reckoning with the teacher shortage is on the present faculties of American colleges and universities. The shortage is hardly alleviated by the fact that substantial numbers of men and women find it necessary to leave college teaching each year, for largely

financial reasons. So serious is this problem—and so relevant is it to the college alumnus and alumna—that a separate article in this report is devoted to it.

The scarcity of funds has led most colleges and universities to seek at least short-range solutions to the teacher shortage by other means.

Difficulty in finding young new teachers to fill faculty vacancies is turning the attention of more and more administrators to the other end of the academic line, where tried and able teachers are about to retire. A few institutions have modified the upper age limits for faculty. Others are keeping selected faculty members on the payroll past the usual retirement age. A number of institutions are filling their own vacancies with the cream of the men and women retired elsewhere, and two organizations, the Association of American Colleges and the American Association of University Professors, with the aid of a grant from the Ford Foundation, have set up a "Retired Professors Registry" to facilitate the process.

Old restraints and handicaps for the woman teacher are disappearing in the colleges. Indeed, there are special opportunities for her, as she earns her standing alongside the man who teaches. But there is no room for complacency here. We can no longer take it for granted that the woman teacher will be any more available than the man, for she exercises the privilege of her sex to change her mind about teaching as about other matters. Says Dean Nancy Duke Lewis of Pembroke College: "The day has passed when we could assume that every woman who earned her Ph.D. would go into college teaching. She needs something positive today to attract her to the colleges because of the welcome that awaits her talents in business, industry, government, or the foundations. Her freedom to choose comes at a time when undergraduate women particularly need distinguished women scholars to



inspire them to do their best in the classroom and laboratory—and certainly to encourage them to elect college teaching as a career.”

SOME HARD-PRESSED ADMINISTRATORS find themselves forced to accelerate promotions and salary increases in order to attract and hold faculty members. Many are being forced to settle for less qualified teachers.

In an effort to attract and keep teachers, most colleges are providing such necessities as improved research facilities and secretarial help to relieve faculty members of paperwork and administrative burdens, thus giving faculty members more time to concentrate on teaching and research.

In the process of revising their curricula many colleges are eliminating courses that overlap one another or are considered frivolous. Some are increasing the size of lecture classes and eliminating classes they deem too small.

Finally, somewhat in desperation (but also with the firm conviction that the technological age must, after all, have something of value to offer even to the most basic and fundamental exercises of education), experiments are being conducted with teaching by films and television.

At Penn State, where televised instruction is in its ninth semester, TV has met with mixed reactions. Students consider it a good technique for teaching courses with

large enrollments—and their performance in courses employing television has been as good as that of students having personal contact with their teachers. The reaction of faculty members has been less favorable. But acceptance appears to be growing: the number of courses offered on television has grown steadily, and the number of faculty members teaching via TV has grown, also.

Elsewhere, teachers are far from unanimity on the subject of TV. “Must the TV technicians take over the colleges?” asked Professor Ernest Earnest of Temple University in an article title last fall. “Like the conventional lecture system, TV lends itself to the sausage-stuffing concept of education,” Professor Earnest said. The classroom, he argued, “is the place for testing ideas and skills, for the interchange of ideas”—objectives difficult to attain when one’s teacher is merely a shadow on a fluorescent screen.

The TV pioneers, however, believe the medium, used properly, holds great promise for the future.

FOR THE LONG RUN, the traditional sources of supply for college teaching fall far short of meeting the demand. The Ph.D., for example, long regarded by many colleges and universities as the ideal “driver’s license” for teachers, is awarded to fewer than 9,000 persons per year. Even if, as is probable, the number of students enrolled in Ph.D. programs rises over the next



few years, it will be a long time before they have traveled the full route to the degree.

Meanwhile, the demand for Ph.D.'s grows, as industry, consulting firms, and government compete for many of the men and women who do obtain the degree. Thus, at the very time that a great increase is occurring in the number of undergraduates who must be taught, the supply of new college teachers with the rank of Ph.D. is even shorter than usual.

"During each of the past four years," reported the National Education Association in 1958, "the average level of preparation of newly employed teachers has fallen. Four years ago no less than 31.4 per cent of the new teachers held the earned doctor's degree. Last year only 23.5 per cent were at this high level of preparation."

HERE ARE SOME of the causes of concern about the Ph.D., to which educators are directing their attention:

► The Ph.D. program, as it now exists in most graduate schools, does not sufficiently emphasize the development of teaching skills. As a result, many Ph.D.'s go into teaching with little or no idea how to teach, and make a mess of it when they try. Many who don't go into teaching might have done so, had a greater emphasis been laid upon it when they were graduate students.

► The Ph.D. program is indefinite in its time requirements: they vary from school to school, from department to department, from student to student, far more than seems warranted. "Generally the Ph.D. takes at least four years to get," says a committee of the Association of Graduate Schools. "More often it takes six or seven, and not infrequently ten to fifteen. . . . If we put our heads to the matter, certainly we ought to be able to say to a good student: 'With a leeway of not more than one year, it will take you so and so long to take the Ph.D.'"

► "Uncertainty about the time required," says the Association's Committee on Policies in Graduate Education, "leads in turn to another kind of uncertainty—financial uncertainty. Doubt and confusion on this score have a host of disastrous effects. Many superior men, facing unknowns here, abandon thoughts about working for a Ph.D. and realistically go off to law or the like. . . ."

ALTHOUGH ROUGHLY HALF of the teachers in America's colleges and universities hold the Ph.D., more than three quarters of the newcomers to college and university teaching, these days, don't have one. In the years ahead, it appears inevitable that the proportion of Ph.D.'s to non-Ph.D.'s on America's faculties will diminish.

Next in line, after the doctorate, is the master's degree.

For centuries the master's was "the" degree, until, with the growth of the Ph.D. in America, it began to be moved into a back seat. In Great Britain its prestige is still high.

But in America the M.A. has, in some graduate schools, deteriorated. Where the M.A.'s standards have been kept high, on the other hand, able students have been able to prepare themselves, not only adequately but well, for college teaching.

Today the M.A. is one source of hope in the teacher shortage. "If the M.A. were of universal dignity and good standing," says the report of the Committee on Policies in Graduate Education, "... this ancient degree could bring us succor in the decade ahead. ...

"The nub of the problem ... is to get rid of 'good' and 'bad' M.A.'s and to set up generally a 'rehabilitated' degree which will have such worth in its own right that a man entering graduate school will consider the possibility of working toward the M.A. as the first step to the Ph.D. ..."

One problem would remain. "If you have a master's degree you are still a mister and if you have a Ph.D., no matter where it is from, you are a doctor," Dean G. Bruce Dearing, of the University of Delaware, has said. "The town looks at you differently. Business looks at you differently. The dean may; it depends on how discriminating he is."

The problem won't be solved, W. R. Dennes, former dean of the graduate school of the University of California at Berkeley, has said, "until universities have the courage ... to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

A point for parents and prospective students to remember—and one of which alumni and alumnae might remind them—is that counting the number of Ph.D.'s in a college catalogue is not the only, or even necessarily the best, way to judge the worth of an educational institution or its faculty's abilities. To base one's judgment solely on such a count is quite a temptation, as William James noted 56 years ago in "The Ph.D. Octopus": "The dazzled reader of the list, the parent or student, says to himself, 'This must be a terribly distinguished crowd—their titles shine like the stars in the firmament; Ph.D.'s, Sc.D.'s, and Litt.D.'s bespangle the page as if they were sprinkled over it from a pepper caster.'"

The Ph.D. will remain higher education's most honored earned degree. It stands for a depth of scholarship and productive research to which the master has not yet addressed himself so intensively. But many educational leaders expect the doctoral programs to give more em-

phasis to teaching. At the same time the master's degree will be strengthened and given more prestige.

In the process the graduate schools will have taken a long step toward solving the shortage of qualified college teachers.

SOME OF THE CHANGES being made by colleges and universities to meet the teacher shortage constitute reasonable and overdue reforms. Other changes are admittedly desperate—and possibly dangerous—attempts to meet today's needs.

The central problem is to get more young people interested in college teaching. Here, college alumni and alumnae have an opportunity to provide a badly needed service to higher education and to superior young people themselves. The problem of teacher supply is not one with which the college administrator is able to cope alone.

President J. Seelye Bixler, of Colby College, recently said: "Let us cultivate a teacher-centered point of view. There is tragedy as well as truth in the old saying that in Europe when you meet a teacher you tip your hat, whereas over here you tap your head. Our debt to our teachers is very great, and fortunately we are beginning to realize that we must make some attempt to balance the account. Money and prestige are among the first requirements.

"Most important is independence. Too often we sit back with the comfortable feeling that our teachers have all the freedom they desire. We forget that the payoff comes in times of stress. Are we really willing to allow them independence of thought when a national emergency is in the offing? Are we ready to defend them against all pressure groups and to acknowledge their right to act as critics of our customs, our institutions, and even our national policy? Evidence abounds that for some of our more vociferous compatriots this is too much. They see no reason why such privileges should be offered or why a teacher should not express his patriotism in the same outworn and often irrelevant shibboleths they find so dear and so hard to give up. Surely our educational task has not been completed until we have persuaded them that a teacher should be a pioneer, a leader, and at times a non-conformist with a recognized right to dissent. As Howard Mumford Jones has observed, we can hardly allow ourselves to become a nation proud of *machines* that think and suspicious of any *man* who tries to."

By lending their support to programs designed to improve the climate for teachers at their own colleges, alumni can do much to alter the conviction held by many that teaching is tolerable only to martyrs.

WHAT PRICE DEDICATION?

Most teachers teach because they love their jobs. But low pay is forcing many to leave the profession, just when we need them most

EVERY TUESDAY EVENING for the past three and a half months, the principal activity of a 34-year-old associate professor of chemistry at a first-rate mid-western college has centered around Section 3 of the previous Sunday's *New York Times*. The *Times*, which arrives at his office in Tuesday afternoon's mail delivery, customarily devotes page after page of Section 3 to large help-wanted ads, most of them directed at scientists and engineers. The associate professor, a Ph.D., is job-hunting.

"There's certainly no secret about it," he told a recent visitor. "At least two others in the department are looking, too. We'd all give a lot to be able to stay in teaching; that's what we're trained for, that's what we like. But we simply can't swing it financially."

"I'm up against it this spring," says the chairman of the physics department at an eastern college for women. "Within the past two weeks two of my people, one an associate and one an assistant professor, turned in their resignations, effective in June. Both are leaving the field—one for a job in industry, the other for government work. I've got strings out, all over the country, but so far I've found no suitable replacements. We've always prided ourselves on having Ph.D.'s in these jobs, but it looks as if that's one resolution we'll have to break in 1959-60."

"We're a long way from being able to compete with industry when young people put teaching and industry on the scales," says Vice Chancellor Vern O. Knudsen of UCLA. "Salary is the real rub, of course. Ph.D.'s in physics here in Los Angeles are getting \$8-12,000 in

industry without any experience, while about all we can offer them is \$5,500. Things are not much better in the chemistry department."

One young Ph.D. candidate sums it up thus: "We want to teach and we want to do basic research, but industry offers us twice the salary we can get as teachers. We talk it over with our wives, but it's pretty hard to turn down \$10,000 to work for less than half that amount."

"That woman you saw leaving my office: she's one of our most brilliant young teachers, and she was ready to leave us," said a women's college dean recently. "I persuaded her to postpone her decision for a couple of months, until the results of the alumnae fund drive are in. We're going to use that money entirely for raising salaries, this year. If it goes over the top, we'll be able to hold some of our best people. If it falls short. . . I'm on the phone every morning, talking to the fund chairman, counting those dollars, and praying."

THE DIMENSIONS of the teacher-salary problem in the United States and Canada are enormous. It has reached a point of crisis in public institutions and in private institutions, in richly endowed institutions as well as in poorer ones. It exists even in Catholic colleges and universities, where, as student populations grow, more and more laymen must be found in order to supplement the limited number of clerics available for teaching posts.

"In a generation," says Seymour E. Harris, the distinguished Harvard economist, "the college professor has lost 50 per cent in economic status as compared to the average American. His real income has declined sub-

stantially, while that of the average American has risen by 70–80 per cent.”

Figures assembled by the American Association of University Professors show how seriously the college teacher's economic standing has deteriorated. Since 1939, according to the AAUP's latest study (published in 1958), the purchasing power of lawyers rose 34 per cent, that of dentists 54 per cent, and that of doctors 98 per cent. But at the five state universities surveyed by the AAUP, the purchasing power of teachers in all ranks rose only 9 per cent. And at twenty-eight privately controlled institutions, the purchasing power of teachers' salaries *dropped* by 8.5 per cent. While nearly everybody else in the country was gaining ground spectacularly, teachers were losing it.

The AAUP's sample, it should be noted, is not representative of all colleges and universities in the United States and Canada. The institutions it contains are, as the AAUP says, “among the better colleges and universities in the country in salary matters.” For America as a whole, the situation is even worse.

The National Education Association, which studied the salaries paid in the 1957–58 academic year by more than three quarters of the nation's degree-granting institutions and by nearly two thirds of the junior colleges, found that half of all college and university teachers earned less than \$6,015 per year. College instructors earned a median salary of only \$4,562—not much better than the median salary of teachers in public elementary schools, whose economic plight is well known.

The implications of such statistics are plain.

“Higher salaries,” says Robert Lekachman, professor of economics at Barnard College, “would make teaching a reasonable alternative for the bright young lawyer, the bright young doctor. Any ill-paid occupation becomes something of a refuge for the ill-trained, the lazy, and the incompetent. If the scale of salaries isn't improved, the quality of teaching won't improve; it will worsen. Unless Americans are willing to pay more for higher education, they will have to be satisfied with an inferior product.”

Says President Margaret Clapp of Wellesley College, which is devoting all of its fund-raising efforts to accumulating enough money (\$15 million) to strengthen faculty salaries: “Since the war, in an effort to keep alive the profession, discussion in America of teachers' salaries has necessarily centered on the minimums paid. But insofar as money is a factor in decision, wherever minimums only are stressed, the appeal is to the underprivileged and the timid; able and ambitious youths are not likely to listen.”



PEOPLE IN SHORT SUPPLY:

WHAT IS THE ANSWER?

It appears certain that if college teaching is to attract and hold top-grade men and women, a drastic step must be taken: salaries must be doubled within five to ten years.

There is nothing extravagant about such a proposal; indeed, it may dangerously understate the need. The current situation is so serious that even doubling his salary would not enable the college teacher to regain his former status in the American economy.

Professor Harris of Harvard figures it this way:

For every \$100 he earned in 1930, the college faculty member earned only \$85, in terms of 1930 dollars, in 1957. By contrast, the average American got \$175 in 1957 for every \$100 *he* earned in 1930. Even if the professor's salary is doubled in ten years, he will get only a



TEACHERS IN THE MARKETPLACE

\$70 increase in buying power over 1930. By contrast, the average American is expected to have \$127 more buying power at the end of the same period.

In this respect, Professor Harris notes, doubling faculty salaries is a modest program. "But in another sense," he says, "the proposed rise seems large indeed. None of the authorities . . . has told us where the money is coming from." It seems quite clear that a fundamental change in public attitudes toward faculty salaries will be necessary before significant progress can be made.

FINDING THE MONEY is a problem with which each college must wrestle today without cease.

For some, it is a matter of convincing taxpayers and state legislators that appropriating money for faculty

salaries is even more important than appropriating money for campus buildings. (Curiously, buildings are usually easier to "sell" than pay raises, despite the seemingly obvious fact that no one was ever educated by a pile of bricks.)

For others, it has been a matter of fund-raising campaigns ("We are writing salary increases into our 1959-60 budget, even though we don't have any idea where the money is coming from," says the president of a privately supported college in the Mid-Atlantic region); of finding additional salary money in budgets that are already spread thin ("We're cutting back our library's book budget again, to gain some funds in the salary accounts"); of tuition increases ("This is about the only private enterprise in the country which gladly subsidizes its customers; maybe we're crazy"); of promoting research contracts ("We claim to be a privately supported university, but what would we do without the AEC?"); and of bargaining.

"The tendency to bargain, on the part of both the colleges and the teachers, is a deplorable development," says the dean of a university in the South. But it is a growing practice. As a result, inequities have developed: the teacher in a field in which people are in short supply or in industrial demand—or the teacher who is adept at "campus politics"—is likely to fare better than his colleagues who are less favorably situated.

"Before you check with the administration on the actual appointment of a specific individual," says a faculty man quoted in the recent and revealing book, *The Academic Marketplace*, "you can be honest and say to the man, 'Would you be interested in coming at this amount?' and he says, 'No, but I would be interested at *this* amount.'" One result of such bargaining has been that newly hired faculty members often make more money than was paid to the people they replace—a happy circumstance for the newcomers, but not likely to raise the morale of others on the faculty.

"We have been compelled to set the beginning salary of such personnel as physics professors at least \$1,500 higher than salaries in such fields as history, art, physical education, and English," wrote the dean of faculty in a state college in the Rocky Mountain area, in response to a recent government questionnaire dealing with salary practices. "This began about 1954 and has worked until the present year, when the differential perhaps may be increased even more."

Bargaining is not new in Academe (Thorstein Veblen referred to it in *The Higher Learning*, which he wrote in

1918), but never has it been as widespread or as much a matter of desperation as today. In colleges and universities, whose members like to think of themselves as equally dedicated to all fields of human knowledge, it may prove to be a weakening factor of serious proportions.

Many colleges and universities have managed to make modest across-the-board increases, designed to restore part of the faculty's lost purchasing power. In the 1957-58 academic year, 1,197 institutions, 84.5 per cent of those answering a U.S. Office of Education survey question on the point, gave salary increases of at least 5 per cent to their faculties as a whole. More than half of them (248 public institutions and 329 privately supported institutions) said their action was due wholly or in part to the teacher shortage.

Others have found fringe benefits to be a partial answer. Providing low-cost housing is a particularly successful way of attracting and holding faculty members; and since housing is a major item in a family budget, it is as good as or better than a salary increase. Oglethorpe University in Georgia, for example, a 200-student, private, liberal arts institution, long ago built houses on campus land (in one of the most desirable residential areas on the outskirts of Atlanta), which it rents to faculty members at about one-third the area's going rate. (The cost of a three-bedroom faculty house: \$50 per month.) "It's our major selling point," says Oglethorpe's president, Donald Agnew, "and we use it for all it's worth."

Dartmouth, in addition to attacking the salary problem itself, has worked out a program of fringe benefits that includes full payment of retirement premiums (16 per cent of each faculty member's annual salary), group insurance coverage, paying the tuition of faculty children at any college in the country, liberal mortgage loans, and contributing to the improvement of local schools which faculty members' children attend.

Taking care of trouble spots while attempting to whittle down the salary problem as a whole, searching for new funds while reapportioning existing ones, the colleges and universities are dealing with their salary crises as best they can, and sometimes ingeniously. But still the gap between salary increases and the rising figures on the Bureau of Labor Statistics' consumer price index persists.

HOW CAN THE GAP BE CLOSED?

First, stringent economies must be applied by educational institutions themselves. Any waste that occurs, as well as most luxuries, is probably being subsidized by low salaries. Some "waste" may be hidden

in educational theories so old that they are accepted without question; if so, the theories must be re-examined and, if found invalid, replaced with new ones. The idea of the small class, for example, has long been honored by administrators and faculty members alike; there is now reason to suspect that large classes can be equally effective in many courses—a suspicion which, if found correct, should be translated into action by those institutions which are able to do so. Tuition may have to be increased—a prospect at which many public-college, as well as many private-college, educators shudder, but which appears justified and fair if the increases can be tied to a system of loans, scholarships, and tuition rebates based on a student's or his family's ability to pay.

Second, massive aid must come from the public, both in the form of taxes for increased salaries in state and municipal institutions and in the form of direct gifts to both public and private institutions. Anyone who gives money to a college or university for unrestricted use or earmarked for faculty salaries can be sure that he is making one of the best possible investments in the free world's future. If he is himself a college alumnus, he may consider it a repayment of a debt he incurred when his college or university subsidized a large part of his own education (virtually nowhere does, or did, a student's tuition cover costs). If he is a corporation executive or director, he may consider it a legitimate cost of doing business; the supply of well-educated men and women (the alternative to which is half-educated men and women) is dependent upon it. If he is a parent, he may consider it a premium on a policy to insure high-quality education for his children—quality which, without such aid, he can be certain will deteriorate.

Plain talk between educators and the public is a third necessity. The president of Barnard College, Millicent C. McIntosh, says: "The 'plight' is not of the faculty, but of the public. The faculty will take care of themselves in the future either by leaving the teaching profession or by never entering it. Those who care for education, those who run institutions of learning, and those who have children—all these will be left holding the bag." It is hard to believe that if Americans—and particularly college alumni and alumnae—had been aware of the problem, they would have let faculty salaries fall into a sad state. Americans know the value of excellence in higher education too well to have blithely let its basic element—excellent teaching—slip into its present peril. First we must rescue it; then we must make certain that it does not fall into disrepair again.

Some Questions for Alumni and Alumnae

- ▶ Is your Alma Mater having difficulty finding qualified new teachers to fill vacancies and expand its faculty to meet climbing enrollments?
- ▶ Has the economic status of faculty members of your college kept up with inflationary trends?
- ▶ Are the physical facilities of your college, including laboratories and libraries, good enough to attract and hold qualified teachers?
- ▶ Is your community one which respects the college teacher? Is the social and educational environment of your college's "home town" one in which a teacher would like to raise his family?
- ▶ Are the restrictions on time and freedom of teachers at your college such as to discourage adventurous research, careful preparation of instruction, and the expression of honest conviction?
- ▶ To meet the teacher shortage, is your college forced to resort to hiring practices that are unfair to segments of the faculty it already has?
- ▶ Are courses of proved merit being curtailed? Are classes becoming larger than subject matter or safeguards of teacher-student relationships would warrant?
- ▶ Are you, as an alumnus, and your college as an institution, doing everything possible to encourage talented young people to pursue careers in college teaching?

If you are dissatisfied with the answers to these questions, your college may need help. Contact alumni officials at your college to learn if your concern is justified. If it is, register your interest in helping the college authorities find solutions through appropriate programs of organized alumni cooperation.

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Class agents at Alumnae Council weekend. Virginia Bown Coddington, '48, fund chairman (rear center) meets with class agents and distributes supplies for notes to be written to classmates about the fund.

Pine Manor Alumnae Council Weekend

BY MARILEE LEAVITT BEACH, '37

FRIDAY, THE THIRTEENTH of February, was the day we said "Bah" to superstition and set off in a sleet storm for the second annual Pine Manor Alumnae Council meeting.

At the end of the trek there was the usual warm welcome with a cup of steaming tea and friendly faces to greet one. Immediately, I felt enveloped in that wonderful Pine Manor atmosphere.

It is not just the lovely portrait of Miss Cooke hanging on the wall at Westlea that makes her presence felt there. It is inspiring, indeed, to sense the nearness of the old friends and teachers whom we loved and also to be able to feel so close to the newer ones who are carrying on the Pine Manor tradition — strengthening it by keeping up with the modern trends in living and education.

After sherry at Dean Romig's charming house, we dined at Wheeler and then went to Bardwell for a superb concert. This was the last concert in

the Bardwell Series for 1958-59 and featured the Roger Wagner Chorale and the two-piano team of Stecher and Horowitz.

Admissions Committee in Action

Saturday morning the alumnae interviewers, class secretaries, class agents, regional chairmen and reunion chairmen who had returned to Pine Manor for this informative convocation assembled at the lovely library building. We watched the admissions committee in action and learned just what the process is in accepting girls as Pine Manor students. It was a most stimulating session and made all of us aware of some of the problems which the admissions committee faces. It also heightened our realization that we have an obligation to discharge in helping Pine Manor attract the kind of girls we should like to have there.

Following the admissions session we split into smaller groups to discuss our own particular interests and activ-

ities — reunion, raising money for the Alumnae Fund, or alumnae interviewing. Reports of these meetings were made after lunch.

Here again, luncheon was graciously served at Wheeler House by a wonderful group of Pine Manor students and we were serenaded by the singing ensemble known as the Off-Beats. To those of you who haven't been back to Pine Manor recently, certainly you will see changes but I think you will be pleased with what Pine Manor is doing. You can't help but feel a glow of pride in being a part of this educational institution.

Special thanks to Laurie Rice Kelly, '39, and Anne Bullivant Harper, '40, co-chairmen of the meeting, for the fine arrangements they made.

As Jane Sebring Herrick, '40, president of the alumnae association, remarked at the conclusion of the meeting — Pine Manor needs the support of all alumnae in whatever ways they can best serve.



Julia Smith Salmon, '47, Mrs. Sleeper, Miss Alexander, and Ann Mallory Teal, '54, of Brookline, pause for the camera during Council meeting.

Mondi Kump, '59 (center), talks with Mary Lee Galbraith Perry and Dorothy Bell Jones, both Class of 1940, at Council meeting.



Laurie Rice Kelly, Wellesley, and Deborah Crease McLaughlin, from Philadelphia, both Class of 1939.

Alumnae Council

Over 250 alumnae, including alumnae interviewers, class secretaries, class agents, regional chairmen or reunion chairmen, were invited to attend the second annual Pine Manor Alumnae Council meeting on February 13.

The administration and faculty of Pine Manor are particularly interested in the viewpoint of this group because of their activity in strengthening alumnae support. Once a year the council is invited back to the campus to exchange ideas and see the latest improvements.

The main event of this general session was an open meeting of the faculty committee on admissions. Three fictitious applicants were discussed at length so the alumnae could have some idea of the myriad of detail and paper work involved for the committee. The discussion pointed up the importance of the really helpful letter of reference about a girl. The alumnae also realized the role they must play in attracting the kind of girl Pine Manor would like to have.

All reports summed this up as an especially worthwhile meeting.



The Admissions Committee ready for action at the Alumnae Council general session. Left to right: Dr. Michael J. Zigler, instructor of psychology; Dean Eleanor C. Romig; Mr. William E. Bridges, director of admissions; Mrs. Janet Sprague Williams, instructor of English; and Miss Elizabeth Vanderbilt, '53, assistant to the director of admissions.

What They're Doing

1914

Carlotta Allen Grover (Mrs. James A.) has a new winter address: 1082 Idylwild Dr., Winter Haven, Fla.

1921

Secretary: MRS. S. EVERETT HUNKIN (Helen Boller), 2560 North Moreland Blvd., Cleveland 20.

A feature article and picture appearing in the Springfield, Ohio *News-Sun* tells of the many and varied community activities of Elizabeth Devin Brain.

New Hampshire resident, Elizabeth Dennis Standish, writes, "Alex and I now have seven grandchildren. We are well and enjoy country living."

1922

Secretary: MRS. LLOYD E. SWEET (E. Lillian Johnson), P. O. Box 383, Binghamton, N.Y.

1924

A nice note and family picture from Elizabeth Strong Lehman brought news of her seven grandchildren. She says, "I am still very much occupied with the Minneapolis Society for the Blind, St. Barnabas Hospital and St. Martin's by-the-Lake Church." She is also state treasurer for the Minnesota Hospital Association Auxiliary.

1926

Secretary: MRS. RICHARD T. McCANN (Virginia Peterson), 302 Douglas Rd., Chappaqua, N.Y.

1927

Secretary: MRS. FRANKLYN H. PENNOCK (Helen Walsh), 962 Seven Hills Ranch Rd., Walnut Creek, Calif.

Alas, I have very little news. And, whenever I do have news it is usually about the same few people! There are not many of our classmates in this part of the country. I do wish people would write me at the above address and give me their news.

Fran Baldwin Roeding and I went to the Northern California Alumnae luncheon in San Francisco in October. We had hoped to see Phyllis Potter Dohrmann, as she lives in San Francisco, but she was not at the luncheon.

There was another alumnae luncheon last Saturday honoring Mr. Ferry, but I could not go. I did go to meet him yesterday afternoon, though, at the Burke School. He spoke to the upperclassmen and a number of mothers about junior colleges in the East. I took two Anna Head School seniors with me who have applied for admission at Pine Manor, and they were delighted to meet Mr. Ferry.

My husband and I are leaving for Honolulu next week. We'll be there for a month or so. Margie (Sloggett) and Jerry Fisher have lent us their beach house. It is right next door to my daughter and her

husband and my two granddaughters, aged 3 and 1½. Could anyone be luckier?

Margie and Jerry are off on a two-month tour of Japan.

A card came a day or so ago from Kay (Wilson) and Willard Pleuthner of Scarsdale announcing the marriage of their daughter Anne.

Here is a note for Judy Nims Hunt, secretary of the Class of 1956: Faye Davis Sayre and her husband are living at 525 Vista Dr., Falls Church, Va.

Dorothy Little Osborne's daughters are doing interesting work. One is dietician at the State School in Syracuse. The other is studying at Union Theological Seminary in New York.

1929

We regret to learn from Vera Midden-dorf Heath of the death of Frances Sher-wood Rutherford last November. The class extends deep sympathy to her husband and family.

1931

Secretary: MRS. JOHN B. DUNNING (Dorothy Martin), Ann Lane, Rye, N.Y.

New address for Susan Guion: 239 Douglas Rd., Emerson Hill, Staten Island 4, N.Y.

1932

New name and address for Lucy Simms: Mrs. D. Y. Lloyd, 5200 Western Ave., Chevy Chase 15, Md.

News from Ann Danson Muhlhauser, "Nothing new. We, as a family, plan to take a tour of the eastern women's colleges during spring vacation. Hope to see Pine Manor. Our daughter, Sandy, is a junior in high school. Kitty Cochran Dow went through Cincinnati a few days ago from Dallas to Maysville, Ky., and phoned. We had a grand talk."

1935

Secretary: MRS. NILS ANDERSON, JR. (Jean Ferris), 1100 Pequot Rd., Southport, Conn.

Word has recently reached the alumnae office of the death of Ellen Fleming Byerley, formerly of Lima, Peru, in Enid, Okla., on Dec. 20. She leaves her husband, Robert, and two children, Bert and Brenda. A memorial research fund has been established in her name to further research at the Peter Bent Brigham Hospital in lupus erythematosus, a disease for which no cure has as yet been discovered. The class extends deepest sympathy to her family.

Mary Johnson Hunt writes, "One son added to six other children previously listed. James Albert, born July 1958 — makes score of five boys and two girls. Our oldest son is a sophomore at Oak Park High School."

1936

Secretary: MRS. GEORGE A. MELLOR (Marjorie T. McLeod), 503 Edgewood Dr., Elmira, N.Y.

1937

Secretary: MRS. JOHN W. BEACH (Marion R. Leavitt), McLain St., Mount Kisco, N.Y.

In March we had a miniature reunion of the class, occasioned by the presence in New York of Hilly Thaxter Gignoux and her husband, Eddie. They came out for dinner and were joined by Anne Per-Lee and Hal McGraw from Darien and Betty Merrill and Mac McLoughlin from Rye.

1938

Marian MacNish Terrell relayed some news of Midge Shuman Odell. Midge's husband, John, was in the Nantucket plane crash of last summer and miraculously survived. He is in a cast and will be for a year.

The Fund Rocket has
SKYROCKETED
over \$15,000!

Nearly 600 alumnae have put
it in orbit for 1958-59.



HAVE
YOU
?

The fund closes
June 30, BUT
we want a
sizeable total
to report on
reunion day,
May 30.

Checks payable to
Pine Manor Alumnae Fund.

Virginia Bown Coddington, '48
Elizabeth Lyons Casner, '54
Matilda Alston Colihan, '40
Hope McWilliam Ford, '44
Priscilla Ray Haley, '34
ALUMNAE FUND COMMITTEE

Nancy French Safford attended alumnae council meeting. Nancy is living in West Hartford.

1939

Secretary: MRS. J. LAWRENCE KELLY (Laurie Rice), 48 Radcliffe Rd., Wellesley 81, Mass.

Zies Brickley writes that she's talked to Peg Davis Larkin who is living in Summit, N.J., now. What's your address, Peggy? The Brickleys have moved into a new house with plenty of room for their two growing boys and one girl.

Neatsy Brown Groton says she's "yearning for spring." She's a major in the Heart Fund, hopes the Pine Manor Alumnae Fund will soar.

Cecily Jessup Goetz and her husband bought an Arizona ranch a year ago last fall. She sees Betsy Lay Dick quite often in Tucson.

Swish W'ishard Sexton has a blonde 12-year-old daughter, Mary Emily, who hopes to come to Pine Manor in another five or six years. Swish teaches twenty 3-year-old nursery school children and enjoys her job of alumnae interviewer in Honolulu. Although the Sextons live on Oahu they also have a beach house in Hilo, Hawaii.

New addresses: Mrs. Henry P. Brickley (Charlotte Ziesing), 760 Hedges Lane, Wayne, Pa.

Mrs. W. Thomas Burns (Jane Garland), 707 Flamingo Dr., Fort Lauderdale, Fla.

Mrs. Harry J. Leschen (Eleanor Patterson), 10002 Litzinger Rd., St. Louis, Mo.

Mrs. George L. McClelland (Jane Edwards), 232 Southdown Rd., Huntington, N.Y.

Mrs. Charles K. Norris, Jr. (Barbara Donnell), 412 Bradford Ave., Norfolk, Va.

Mrs. Robert W. Wasem (Pat Warfield), 605 Wayland Ave., Kenilworth, Ill.

Miss Ruth Zangerle, 350 South Fuller Ave., Los Angeles 36, Calif.

Mrs. David E. Howe (Anne McIntosh), 754 Downing St., Denver 18, Colo.

Mrs. Charles E. Goetz, Jr. (Cecily Jessup), Double C Ranch, Cochise, Ariz.

1940

Secretary: MRS. WILLIAM J. COLIHAN, JR. (Matilda Alston), Otter Rock Dr., Greenwich, Conn.

Heard from Ann Treadway Schutt down in Wilmington. "Not too much 'news.' I'm still active as a trustee on the board of the Memorial Hospital here. Have a great interest in other community activities and my favorite pastimes at the moment are gardening and flower arranging. Am about to enter Philadelphia Flower Show for the first time, having won some ribbons in the local Wilmington shows. Daughter Dini is now 9 and an enthusiastic member of grade four. Not too many more years before we hope she will be eligible for P.M."

New address for Marjorie Bagg Johnston (Mrs. Milton S., Jr.), Ramhorne Rd., New Canaan, Conn. She says, "A major move for the Johnstons back East in January! My husband has joined the Diamond Gardner Corp., in New York City, and we are living in lovely New Canaan — a very happy situation for us all."

To my complete surprise and joy I heard from my two, long-silent roommates practically by return mail in response to my request for news. Harriet Valk Cox is living in Ashland, Va., where her husband, Lawson, has a very active church. She mentioned hearing from Ginnie Lourey Brown in Hawaii.

Fortunately Pat Wisner Barnard was here in Greenwich the day Bibi Budd Thompson's letter arrived. Together we were able to decipher it! Bibi says, "Besides the demands of a small town (Southbury, Conn.) my husband and I are still writing our sports car column for the New Haven Register. . . . Last year we covered the ill-fated Grand Prix in Cuba, and tomorrow Phil leaves to cover the big race at Sebring." Bibi says she saw Hope Silleck Wallace, who is planning to return for our twentieth reunion next year.

Susan Dart McCutcheon writes, "News of us is as follows:

"We've recently moved into a modern house we built; my husband writes editorials for the Chicago Tribune; I teach in a girls' boarding school. Last year I taught ancient and medieval history, and this year, English literature.

"I frequently see Anne Nicholson who is one of Chicago's most brilliant literary lights. Her dramatization of Shaw's life, *Magnificent Humbug* (to mention only one of her plays) was produced here and was outstanding.

"Our three children are growing up. One is at boarding school (Farmington); another plays the harp; and the third — the third is a 9-year-old boy! Hope to see you soon, Tillie."

1941

Secretary: MRS. HENRY B. PENNELL, III (Marion H. Lowry), The Taft School, Watertown, Conn.

Bette Harnischfeger Ogden has a second son, Peter, born July 28, 1958.

1942

Marion Osborn is working for a Buffalo travel agency. She had a twenty-two day flying trip in November, visiting South American countries and Panama.

Another traveler — Molly Chase Foster. "Our business-pleasure trip to Europe lasted seven weeks. We covered eight countries, some of them twice! Attended the Brussels Fair and although we were there two days the crowd was so terrific that we couldn't make enough headway to get around to too many exhibits. The food in Europe is so good that even I gained many pounds!"

Dorothy Brown Clark reports, "No great news to report this year. Daughter Margaret is an enthusiastic first grader, Jim is in a new junior high in Greenwich. I am teaching Sunday School and having fun with the kindergarten children."

1943

Secretary: MRS. LOUIS B. PIEPER (Carol Hackett), Box 32, Ruxton, P.O., Md.

1944

Secretary: MRS. BARTON P. SMITH (Jane Campbell), 565 Gay St., Westwood, Mass.

Emily Jane Meyer Tilford now lives at 266 Southland Rd., Palm Beach, and besides her talented green thumb, she paints, does all the house repairing, and keeps the three kids in line. Favorite hobby — trips to Jamaica on husband Jim's National Airlines pass privileges.

Ann Jones Key now has four children. Latest addition is Maria, born in January.

Phyllis Peskin Sarubin tells of being kept on the go by three daughters — Flora, Judy, and Leslie. She's also working with the American Cancer Society, Council Thrift Shop and the PTA.

Babs Stanley Mugaseth writes, "After a year spent in India where my husband designed a building for the Atomic Energy Commission, and a tour of the entire U. S., we have returned to New England for a while, we hope, and expect our first addition in May."

1945

Secretary: MRS. SAMUEL T. ARNOLD, JR. (Barbara G. Babcock), 280 Slater Ave., Providence, R.I.

Polly Perkins Whiting writes, "We have recently moved from Holyoke, Mass., to 4858 Chevy Chase Blvd., Chevy Chase, Md. Billy is now 11 and quite a young man. Had been busy with Junior League activities, cub scouts, etc., and plan to transfer to the Washington League shortly now that we are settled. I would love to see any P.M. gals whereabouts!"

"Betty Jo Rumbaugh Braun has four darling children, three girls and a boy. Sally Bunn and Paul had a little boy in December, their first boy and third child. Heard from Sally that Yei has five boys!!

"Let's all make an effort to drop a line to the Pine Manor BULLETIN. It sure would be fun to get caught up. Also don't forget your check to the alumnae fund. Let's make it 100% this year and help Fran along."

A second son was born in August to Constance Verrill Reich.

1946

Secretary: MRS. EDWARD L. IVES, JR. (Marilla Halsted), Norfolk Rd., Litchfield, Conn.

We are living in Connecticut at the above address. As class secretary I would like very much to hear from all of you. Please write me so we can fill our column in the next BULLETIN with news of what we have been doing since June 1946!

Virginia Wicks Douglas has three girls and added a boy to the family in January. She says the girls are thrilled with their new brother. They are living at 3246 Allison Ave., Groves, Tex.

1947

Word from Jean Martwick Diver, "I have three darling daughters — Donna, 6, Leslie, 4, and Lori, 1."

Jean Ganter Gillespie is living in Muncie, Ind. She has two boys and they're hoping for a girl this spring.

1948

Secretary: MRS. DONALD M. CODDINGTON (Virginia Bown), 43 Intervale Rd., Needham, Mass.

Recent alumnae attending the Alumnae Council weekend told seniors about their career and college activity. Left to right: Carol Nugent, '57, of the Hartford Hospital School of Nursing; Joan Naylor, '58, now at Boston School of Occupational Therapy; Mrs. Rachel Chaffey, director of counseling; Sue Barber, '58, from Mount Holyoke; and Brenda Bernstein, '58, from Boston University.



Big plans underway for the best reunion ever . . . for three reasons. The activities will be confined to one day, husbands are welcome, with their day planned along with ours (Mr. Ferry will be host to them while we are at the Alumnae Meeting after lunch), and reunion will include a buffet at Pat Barnard's home and Pine Manor Night at Pops. Doesn't that sound wonderful?

As soon as we know how many 1948'ers will be coming back to reunion, we can make plans to get together informally Friday evening, as some other classes are doing.

Spring is sprung and this probably means some moves for many of you, new babies in the house, new husbands, or maybe an old house with a new look. Let us hear. Your classmates are really very interested in your doings.

Phyllis Biggs Chavarria and husband Edwards have a new baby boy, Edward Leo, born Dec. 29. Congratulations, Phyl. Emily Morse Palmer also has a new son, Sidney, Jr. (Tod), born Mar. 3, 1958. Brother Tim is 3, and husband Sid is converting a hotel into an apartment house with thirteen apartments. It is named "Grantland Arms." Alumnae are welcome if they have intentions of moving to Chambersburg, Pa. Cynthia Baldwin Hoseley is awaiting arrival of a third child in June. Have you seen or heard from Sarah Heatly Castle, also in Rochester, N.Y.? Naomi Love Jefferson is now in Wilmington and loves it. She has three sons, Graham, 4½, Charles, 3, and Peter, 3 months. So many boys!! Renee Marcus Finck writes us of the arrival of a second son, Kenneth, born Nov. 30. Brother Edward is 4½.

Ginny Wilson Dodge and Schuyler are in Hobe Sound, Fla., where Schuyler is assistant manager at the Jupiter Island Club for the second year. How you are envied by us Northerners, Ginny.

Ann Kinsella Rees and Brian have moved to Sunnyvale, Calif., where Brian is working on the Lockheed Polaris missile. They love the climate and being near San Francisco. They live at Yorktown Drive and Ann writes, "My British husband says that if he'd remembered what happened at Yorktown, he never would have bought the house!"

Had the most delightful time in March with Phyllis Chait Rogal at her mother-in-law's home in Chestnut Hill. Phyllis was up for another treatment for Anne (who is doing magnificently, you will all be pleased to know) and I was fortunate to find an hour of her short stay to talk over a cup of coffee. Despite the various interruptions Anne and my David caused, we managed to talk about old friends, our up-to-date activities and just chat. A pleasurable time for me. Phyllis and Bruce have opened up a branch of their travel agency in State College, Pa. It is doing very well and Phyllis's father is an active member of the Travel Team. I was also pleased to learn that the Rogal Travel Service had organized Señora's proposed trip with students to South America.

Let us hear from you. It is always such fun to learn of all the new 1948 babies, etc.

1949

Nancy Feick Kendall reports plans are well in hand for the tenth reunion on May 30. See you at Pine Manor.

Twin sons were born to Sara Middendorf Lofving, Jan. 22. Names are Iver William and Per Henry.

Daughter number three was born to Elizabeth Carruthers Dakin in July.

Judy DiPaolo Mettler says, "Back to Washington, D.C., recently for a visit. I saw Ann Carter Marsh and Donna Gilmore Noyes. Donna is expecting her second child in July. Hope our tenth reunion will have a good turnout; it's nice to see familiar faces. My three are chugging along. Missy, 4½, Alison, 3, and Tony, 9 months."

Cynthia Corning Lauritzen, "My husband and I went on a sixteen-day West Indies cruise over Christmas and New Year's. We sailed from New Orleans and spent a few days there prior to sailing." Cynthia is busy with Junior League work in Chicago.

1950

Secretary: MRS. JAMES M. GOFF (Lee Tettelbach), 1350 Lake Shore Dr., Chicago, 10, Ill.

New arrivals: A daughter, Deborah Anne, to Anne Mahken Domenie, Mar. 11, in Rio de Janeiro.

A boy, Louis Allen, to Alice Wight McDonough, Nov. 3, in Atlanta.

Diana Muller attended alumnae council weekend.

Lois Gifford Moore reports a family of two girls, one 3 and the other almost a year.

Harriet Bouvy Drake is still "doing mosaics," and taking care of daughter Amy.

Bringing us up to date on herself, Beverly Nichols Kardokus writes, "I was graduated from Pine Manor in 1950 and went on to Vanderbilt University here in Nashville where I graduated in 1952. In October of that same year I married David Kardokus. He has been with the First American National Bank here since his release from the Army in 1954. We have two children — David Nichols Kardokus, age 3½ years, and Beverly Jean Kardokus, age 8 months on Jan. 27."

1951

Secretary: MRS. RAYMOND BALDWIN, JR. (Marion Swearingen), 51 Sterling Pl., Bridgeport, Conn.

From Cleveland, Jane Baldwin King writes, "We continue to thrive happily and well — 'we' includes Lindsay, now 4; Tipper (Ralph, Jr.), 2½, and Douglas, 1½; Ralph, who is busy at National City Bank; and myself doing occupational therapy work weekly. We plan a Florida trip in March for all of us.

Frances Kilpatrick Sherwood writes of the Pine Manor alumnae luncheon in San Francisco there last fall and of projected plans for a similar meeting in March honoring Mr. Ferry.

Ann Maubinney Hodgkins says, "I love being in Boston again. Pine Manor really looks good to me. It still has that friendly atmosphere. We will return to Syracuse in June."

A note from Ellie DeMoe, "I'm going to become Mrs. Robert Christian Pool on June 27. My fiancé is now working in property management in San Francisco where we will live at 1222 Clayton St."

Mary McLean Markle is living outside Philadelphia where Jack is practicing law

Officers of Pine Manor Alumnae Association

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(Caroline Wisner, '40)
15 Sylvan Road
Wellesley Hills, Massachusetts

with Drinker, Biddle & Reath. Address: 1615 Melrose Ave., Havertown.

Joanne Pennington Talbot and her family moved last fall from Bronxville to Darien, Conn. New address: 5 Outlook Dr.

1952

Secretary: MRS. LYMAN W. PHILLIPS, JR. (Anne Miller), 1305 McMillan Ave., Brewton, Ala.

The alumnae office is taking over the column this time for Anne. She and Phil became parents of a first boy, Allen Carlow Phillips on Mar. 6. The Boston *Herald* tells us that this little one has two sets of great grandparents as well as a big sister.

Cindy Boggs Foerster is house hunting in Milwaukee after living in Northfield, Ill. Her husband, Dick, is sales manager of WISN-TV.

Clara Judge Jones is building a new house in Houston. She's also one of the guiding lights in the new Houston alumnae project — another cookbook!

Diana Bourne Parcells says, "Twin sons 3 years old in January. My husband has been transferred back to Milwaukee from Madison. Peg Cross Ogden visited us with her two children — great time — chaos among kids, however."

Carol Fennelly Devendorf and her family have moved to 302 Chapel Rd., Man-

hasset, N.Y. Her husband is assistant to the executive vice-president at American Express Co. She says Sally Mallon Murphy has a new addition to her family.

Gay Clarke Lindsay and Brantz Bryan, Jr., will be married May 21 in Essex Fells, N.J.

1953

Secretary: MARY ANN GIFFORD, 2313 Maconda Lane, Houston, Tex.

New addresses, new babies seem to be our news. If more had responded to my class letter and returned the postcards, I'm sure we would have to print a few extra pages for our class news. Here is what was returned to me:

Amy Porter Peoples has been getting settled and acquainted in Selbyville, Del., where her husband has recently established his practice in optometry. They have a boy named Keith, almost 2 years old.

Did you see Dotty Davis Smith's children in the last BULLETIN? She says, "We five are moving again, this time to St. Louis sometime in the spring."

News from Tori Lilly Koch, "I'm taking a course here at Purdue while my husband gets his master's in electrical engineering. We returned from Panama in April, 1958, leave here in August 1959, for West Point, N.Y., where Ralph will teach for the next three or four years. We miss the tropics!"

Suzanne Opitz Wright is now living in Lincoln, Neb., where her husband is practicing law.

Judy Downes Bockes, "Returned from Germany in June 1958, ending Tom's service duty. Suzann, now a year old, was born in Nuremberg just three weeks before Ashley Scarborough, son of Anne Fredericks Scarborough. She and husband Bill are in Oberammergau for one more year."

Still in Montclair, Polly Fawcett Redfield writes, "Our second daughter, Aubin, now a year old. Skiing trip to Mt. Tremblant, Canada, end of January. Skied in Vermont over Christmas. Children's work in hospital for Junior League."

Another with a one-year old, Barbara Field Hammel. Perhaps you noticed this cute one in the last BULLETIN. Her name is Lisa Field. Barbara's husband is with R. C. A. in Moorestown, N. J.

Boots McMillen Robinson says, "Life is glorious! We have an 18-month-old daughter, Wendy, and on Jan. 5 we had a son! Name: Whitney Stewart — a perfect family! Sally Overholt Reese had a little girl on Jan. 3. It is Sally's fourth child. We saw her and her family in September."

Ann Ayres Clarke, "Spent two months in Honolulu in 1958 with Raymond's family. I took the girls and we had a wonderful time. . ."

Nancy Dunn Holzman, "We are living in Dayton, Ohio, where Alan is assistant to the comptroller of National Cash Register Co. New addition expected in March."

New addresses: Mrs. Richard H. Spencer (Kathy Graham) 436 West 68th St., Kansas City, Mo.

Mrs. Robert Page (Joan Taggart), 125 Northfield Ave., West Orange, N. J.

1954

Secretary: MRS. PETER V. TEAL (Ann Mallory), 22 Dana St., Brookline, Mass.

Ruth Pruyn Clark has a second son, Geoffrey Judson, born Jan. 21.

Susan Kingery Wise is the mother of Katherine Kingery, born in October. She says, "... after two boys it is a novel experience to have a baby girl in the house. We have finally partly purchased, along with the bank, a house!"

Heard that Jill Whitaker moved to San Francisco early this spring. Jill and her family were hosts to the Denver alumnae group at a tea honoring Mr. Ferry on his visit in March.

See you May 30.

1955

Secretary: SUZANNE L. GAVRIL, 435 E. 79th St., New York 21, N. Y.

Gyneth Harris says, "I am finding teaching very demanding, but a very good challenge. . . . I admire college faculty more and more every day!"

Margot Van Gilder is engaged to Jonathan Stickley Shafer, a member of the first class at United States Air Force Academy.

New name and address: Mrs. David Adams, IV (Jeanne Colket), Sunset Acres, Bath Pike, Bethlehem, Pa.

Josephine Jackson will marry Thomas M. Miller in Richmond this spring. Details later.

Cary Mayer Pratt says, "We have a baby girl, Julie, born on Jan. 26. George just graduated from college. We are trying to go West — with a job."

1956

Secretary: MRS. JARVIS HUNT, JR. (Judith Nims), 520 Blossom St., Fitchburg, Mass.

A note from Liz Kelley says she will graduate from the National College of Education in June and teach kindergarten somewhere in the Chicago area.

Carol McAdoo is now Mrs. Keith Blandford. Their address is: 4819 North Knoxville, Peoria, Ill. Her husband is employed at Keystone Steel and Wire Co.

A baby-gram arrived announcing Daphne Anne Hutchinson born Mar. 10 to Bobbi Colby and Jim.

Mimi Ford Stahler had a baby girl, Merram Elizabeth, in December. She must be one busy mother with two little ones.

Sally Railton Joslin and her husband Jim are now living in Spain where he is stationed. Jim is in the Navy. Sally is godmother to Denise Duval Higgins' daughter.

Feki Kreeger Armour has a new address, 441 South Barrington, Los Angeles 49, Calif. She and Norm are all settled in their new apartment.

Sue Taipale Bottoms and her husband, Ken, were in New York for a much too brief visit. Ken is busy with his M.A. thesis and Susie with her teaching.

Sue Young was at P. M. for a brief visit and has loved her work as field representative. Her engagement to John

Kipp Charlton, of Hastings, Neb., has recently been announced.

Molly Manning became Mrs. Richard Benson Vanderhoof, April 4 in Cleveland.

Joyce Samuelson Pulitzer and her husband, Sidney, are planning a trip abroad this summer.

Mary Adams is a senior at the University of Kansas, in Lawrence.

Beverly Wilson will graduate from Sarah Lawrence College in June.

Jerry and I leave for three months in Europe June 10. It has been a very exciting year planning our "last fling" and when we return the middle of September our new address will be Flar Rock Rd., Fitchburg, Mass. Please do send news of your summer activities, new addresses, engagements, etc. It makes writing the notes so much easier. Many thanks to those who have. I do appreciate it. A good summer to all! — Judy Nims Hunt.

1957

Secretary: MRS. AL GOTHARD (Betsy Downs), 208 N. 55th St., Omaha 3, Neb.

A son was born to Sandra Danielian Kerno on Jan. 26 in New York. Name: Claude Eric.

Mary Ann Morgan and Calvin Gage Perry, USAF, are engaged. This was announced in February. Lt. Perry is a graduate of Dartmouth. A September wedding is planned.

Another engagement — Ellen Reeves to Wolcott Howe Johnson. A summer wedding is planned. Mr. Johnson is a Harvard alumna.

Jane Sigilman is engaged to Phillip H. Messing, of Providence. Both are seniors at Boston University.

Michelee Morgan was married to Alva Taylor Stair, Jr., of Walters, Okla., Dec. 31 in San Antonio. Their address, 239 East St., Lexington. Mr. Stair is associated with the Geophysics Directorate at the Cambridge Air Force Research Center, in Bedford.

Here is some interesting news from Connie Veevers. "I am enjoying Denison . . . am particularly looking forward to this summer as I'm going on the Experiment in International Living again — this time to INDIA! My interest in this country really started at Pine Manor when I took an Indian Culture course, then it was helped along by my Burmese roommate."

Sue Wintrobe says, "Hello to everyone. Am still enrolled in the school of nursing and find the work fascinating. I'm pleased to read, in the BULLETIN, new last names for many of my classmates, very best wishes to you all."

Lynn Stanley, now a Katy Gibbs alumna, is trying out the field of personnel at Boston University's placement office. She's sharing an apartment at 405 Marlborough St.

Carol Nugent was back on campus in February to help tell this year's senior class about nurses' training. She's in her second year at the Hartford Hospital School of Nursing.

Ronnie McCarthy is studying at the Drake Secretarial School in New York.

1958

Secretary: DOLORES A. WEISBERG, Skidmore College, Saratoga Springs, N. Y.

Back "we" came on Feb. 13 to tell 1959 about life in the university and career

world. Among those present, (see picture in front of BULLETIN) were Joan Naylor, who attends Boston School of Occupational Therapy; Susan Barber, Mount Holyoke; Brenda Bernstein, Boston University; and Linda Sadlier, Parsons School of Design. After a brief description by each person of her present school there followed a question period. It was, they say, informal, interesting and very helpful to 1959. They asked all the questions we would have asked a year ago!

A small note from Miss Jeri Fox — "Miss Linda Sadlier, who is attending Parsons and Miss Jeri Fox who is attending Columbia had lunch in New York with Miss Lindy Berry who was elected 'Maid of Cotton' and will be off on a round-the-world trip in May."

Barbara Pietsch has pledged Kappa Delta at Carolina. This summer she is going on a North Cape cruise with her family.

Hovey Harris visited Pine Manor recently. She is working in Cambridge as secretary to a small architectural firm.

Mr. Ferry saw Mary Jane Hagney and her family in California and brought back the news that M. J. is engaged to Frank Louis Schoenheider, a graduate of Valparaiso University. M. J. attends UCLA where she is a member of Kappa Kappa Gamma.

Val Cauthorne's engagement was announced at Christmas time to Bruce Austin Hofmann, of Dallas. They are to be married in August in Richmond and will live in Hamilton, N. Y., for the next two years while Bruce finishes his education at Colgate University.

Lucy Massey and March Chase Waring are engaged. She is studying at the Corcoran Art School. Mr. Waring is a student at Yale.

Dotty Davison's engagement to Peter Bragdon has been announced. Dotty is in her first year of nurses' training at Massachusetts General Hospital, School of Nursing. Mr. Bragdon will graduate from Harvard in June. A June wedding is planned.

Sallie Johnson will be a June bride. Her fiancé is Robert Burbank Stimpson, of Newton Centre, an alumnus of Harvard. Sallie is attending Katharine Gibbs School, in Boston.

Nancy Smith is engaged to Alan Wiener, a graduate of University of Illinois. Nancy is attending National College of Education this year.

Betty Ann Grund's engagement to Benjamin Goodman has been announced. They plan a June wedding. Betty Ann will finish college and plans to continue study for a master's degree.

We hear Susan Payne likes the University of California. She is pledged Theta. She and Mary Jane Hagney visited during the semester break.

After graduation Jean Miller left for Brussels where she visited friends and attended the FAIR. For three months she had a summer replacement job in the export division of Kodak-Pathé in Paris. Because her father was one of four men who were guests of the French government and the city of Rennes, Jean joined the official party visiting the fascinating capital of Brittany. When she arrived in Geneva she enrolled in the university. She is living with a French-speaking family. Other activities include a trip to Rome before classes started, and January skiing in Zermatt.

I hope some of you will return to Pine Manor for alumnae reunion on May 30. The plans sound great.



Dr. John B. Agnew, head of the history department, lecturing to a class on the United States in a World Setting.